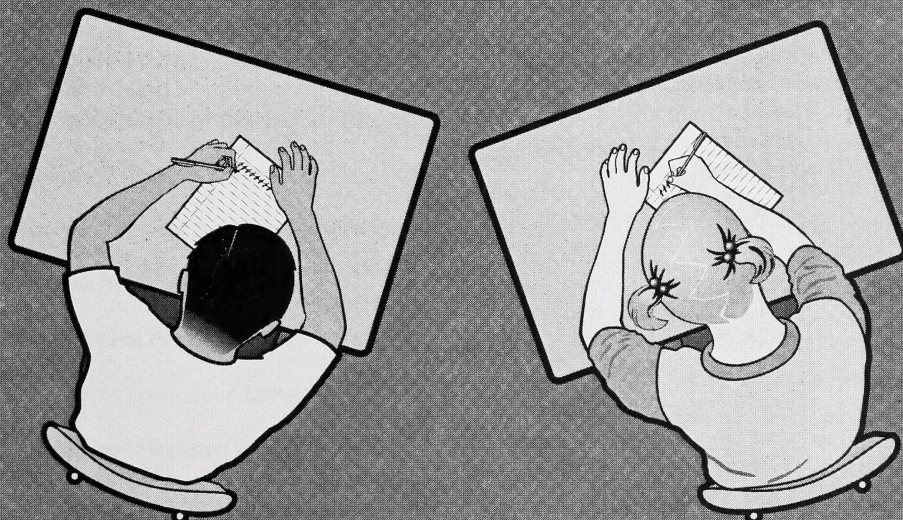




Handwriting



Special Interest Module

Grades 4–6

Student Book

with Home Instructor's Guide



Learning
Technologies
Branch

Alberta
LEARNING

ACKNOWLEDGEMENTS

Alberta Learning acknowledges with appreciation the contribution of the following organization:



Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia, Canada, V8W 1T7
Internet: <http://www.openschool.bc.ca/>

This course material has been produced in keeping with the Memorandum of Understanding (MOU) of the Western Canadian Protocol for Collaboration in Basic Education. The MOU between the governments of British Columbia, Alberta, Saskatchewan, Manitoba, Northwest Territories, Yukon Territory, and Nunavut is based on the principle that greater inter-jurisdictional collaboration will result in better use of resources in the design, development, and delivery of distance learning and use of technology.

Special Interest Module
Handwriting
Student Book with Home Instructor's Guide
Learning Technologies Branch
ISBN 0-7741-2096-7

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Handwriting

Introduction

Welcome, Student!

This book is just for you. You will work in it through the next nine sections. You will be developing your handwriting ability by learning to form the letters of the alphabet and numerals correctly. Using correct size, slant, and the correct procedure for joining letters will give you useful handwriting habits that will last a lifetime.

When you complete a section of work it will be time to send that work to your teacher. The pages that have the special send-in icon remind you to send in the section to the teacher. It is important to send in each section when you complete it, so that the teacher can help you make any adjustments to your handwriting technique as soon as possible. You want to form the best habits for correct cursive writing.



There is no better time to begin than now! Turn to page 1 in your Mini Module Booklet.

Note to Home Instructor

This book is designed for your student to write in.

At the back of this book is a guide for the home instructor. It contains information to help you guide your student through this module. Be sure to refer to it regularly. You should find information for either right- or left-handed students.

Remove the Home Instructor's Guide, and keep it nearby for handy reference. This guide also contains a Daily Assignment Summary and Checklist that can be posted for easy tracking and reference.

At the end of the Home Instructor's Guide is a Comments page for you to fill in and send with your student's Section 9 assignments.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 1

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

*Please verify that preprinted label is for
correct course.*

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 1

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING STUDENT BOOK

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- Have you reread your work to ensure accuracy in spelling and details?
- Have you filled out the Assignment Record Form and attached the correct address label?

MAILING

1. Postage Regulations

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Send all letters in a separate envelope.

2. Postage Rates

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FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

*Section 1***Making a Start**

Handwriting Exercise Section 1, Day 1—Writing with Care

Checking My Own Handwriting

1. _____

2. _____

3. _____

4. _____

Student's name _____ Date _____



MINI MODULE

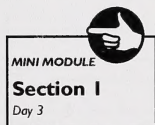
Section 1

Day 2

Handwriting Exercise Section 1, Day 2—Capital Letters

The capital letters are

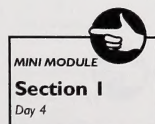
For instructor's use _____



Handwriting Exercise Section 1, Day 3—Lowercase Letters

The lowercase letters are

For instructor's use _____



Handwriting Exercise Section 1, Day 4—Numerals and a Special Chart

The numerals from 0 to 9 are

For instructor's use

Now you are ready to select those letters and numerals that need special attention. Use the chart on the following page to list the letters and numerals you have underlined in your handwriting exercises for Days 2, 3, and 4. Write these underlined letters and numerals carefully on the chart.

When your teacher returns your work, you can post this chart near your desk. It will be a helpful reminder of where you need to use special care when you do your written work.

Handwriting Exercise Section 1, Day 4 (continued)—Numerals and a Special Chart

Letters and Numerals Needing Special Care

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

For instructor's use

**MINI MODULE**

Section I

Day 5

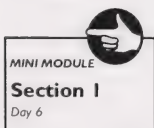
Handwriting Exercise Section 1, Day 5—Lowercase a

Complete each line.

Handwriting practice lines for lowercase 'a'. The first line shows a dashed 'a' for tracing. The second line shows a dashed 'a' for tracing. The third line shows a dashed 'a' for tracing. The fourth line shows a dashed 'a' for tracing. The fifth line shows a dashed 'a' for tracing. The sixth line shows a dashed 'a' for tracing. The seventh line shows a dashed 'a' for tracing. The eighth line shows a dashed 'a' for tracing. The ninth line shows a dashed 'a' for tracing. The tenth line shows a dashed 'a' for tracing.

For instructor's use

Blank handwriting practice lines for instructor's use.



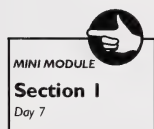
Handwriting Exercise Section 1, Day 6—Lowercase o

Complete each line.

Handwriting practice lines for lowercase 'o'. The first line shows a dashed 'o' with an arrow indicating the starting point and direction of the stroke. The subsequent lines are blank for practice.

For instructor's use

Blank handwriting practice lines for instructor's use.



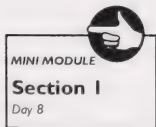
Handwriting Exercise Section 1, Day 7—Lowercase *d*

Complete each line.

Handwriting practice lines for lowercase *d*. Each line consists of a top solid line, a middle dashed line, and a bottom solid line. The first line shows a faint *d* with an arrow indicating the starting point and direction of the stroke. The second line shows a dashed *d* for tracing. The third line shows a faint *d* with an arrow indicating the starting point and direction of the stroke. The fourth line shows a faint *d*. The fifth line shows a faint *d*. The sixth line shows a faint *d*. The seventh line shows a faint *d*.

For instructor's use

Two horizontal lines for instructor's use.



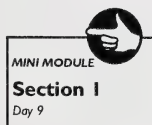
Handwriting Exercise Section 1, Day 8—Lowercase g

Complete each line.

Handwriting practice lines for lowercase 'g'. The first line shows a cursive 'g' with a starting arrow. The second line shows a cursive 'g' with a starting arrow. The third line shows a cursive 'g' with a starting arrow. The fourth line shows a cursive 'g' with a starting arrow. The fifth line shows a cursive 'g' with a starting arrow.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 1, Day 9—Lowercase q

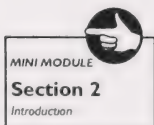
Complete each line.

Handwriting practice lines for lowercase 'q'. Each line includes a dashed 'q' with an arrow indicating the stroke direction.

For instructor's use

Blank lines for instructor's use.

You have now completed Section 1. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 2

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

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correct course.*

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 2

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING STUDENT BOOK

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- Have you filled out the Assignment Record Form and attached the correct address label?

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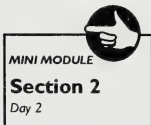
*Section 2***Lowercase Letters****Handwriting Exercise Section 2, Day 1—Lowercase c**

Complete each line.

Handwriting practice lines for lowercase letter 'c'. The first line shows a dashed 'c' with an arrow indicating the stroke direction. The second line shows a dashed 'c' with an arrow. The third line shows a dashed 'c' with an arrow. The fourth line shows a dashed 'c' with an arrow. The fifth line shows a dashed 'c' with an arrow. The sixth line shows a dashed 'c' with an arrow. The seventh line shows a dashed 'c' with an arrow. The eighth line shows a dashed 'c' with an arrow. The ninth line shows a dashed 'c' with an arrow. The tenth line shows a dashed 'c' with an arrow.

For instructor's use

Blank lines for instructor's use.



Handwriting Exercise Section 2, Day 2—Reviewing Letters

Complete each line of letters below.

When you have completed the lines of letters, review your own work. Put a circle around the letter that you think is the best in each row.

Handwriting practice lines with faint letters for review. The letters are arranged in rows, with some letters being cursive and others being print. The letters are: a, c, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Make up words using only letters you have written for this exercise. Write your words on the lines.

Blank lines for writing words made from the letters practiced in the exercise.

For instructor's use

Blank lines for instructor's use.

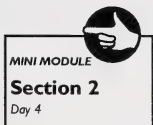
Handwriting Exercise Section 2, Day 3—Lowercase *m*

Complete each line.

Handwriting practice lines for lowercase *m*. The first line shows a single *m* with a dashed arrow indicating the stroke direction. The second line shows a series of *m*'s with a dashed arrow indicating the stroke direction. The third line shows a series of *m*'s with a dashed arrow indicating the stroke direction. The fourth line shows a series of *m*'s with a dashed arrow indicating the stroke direction. The fifth line shows a series of *m*'s with a dashed arrow indicating the stroke direction. The sixth line shows a series of *m*'s with a dashed arrow indicating the stroke direction.

For instructor's use

Blank handwriting practice lines for instructor's use.



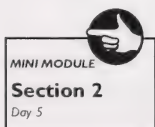
Handwriting Exercise Section 2, Day 4—Lowercase *n*

Complete each line.

Handwriting practice lines for lowercase *n*. The first line shows a dashed lowercase *n* for tracing. The second line shows a dashed lowercase *n* for tracing. The third line shows a dashed lowercase *n* for tracing. The fourth line shows a dashed lowercase *n* for tracing. The fifth line shows a dashed lowercase *n* for tracing. The sixth line shows a dashed lowercase *n* for tracing. The seventh line shows a dashed lowercase *n* for tracing. The eighth line shows a dashed lowercase *n* for tracing. The ninth line shows a dashed lowercase *n* for tracing. The tenth line shows a dashed lowercase *n* for tracing.

For instructor's use

Blank handwriting practice lines for instructor's use.



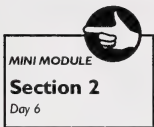
Handwriting Exercise Section 2, Day 5—Lowercase z

Complete each line.

Handwriting practice lines for lowercase 'z'. The first line shows a dashed 'z' with an arrow indicating the starting point and direction of the stroke. The subsequent lines are blank for practice.

For instructor's use

Blank handwriting practice lines for instructor's use.



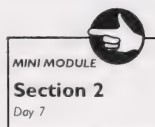
Handwriting Exercise Section 2, Day 6—Lowercase x

Complete each line.

Handwriting practice lines for lowercase 'x'. The first line shows a cursive 'x' written on a set of three horizontal lines. The second line shows a cursive 'x' written on a set of three horizontal lines. The third line shows a cursive 'x' written on a set of three horizontal lines. The fourth line shows a cursive 'x' written on a set of three horizontal lines. The fifth line shows a cursive 'x' written on a set of three horizontal lines. The sixth line shows a cursive 'x' written on a set of three horizontal lines. The seventh line shows a cursive 'x' written on a set of three horizontal lines. The eighth line shows a cursive 'x' written on a set of three horizontal lines. The ninth line shows a cursive 'x' written on a set of three horizontal lines. The tenth line shows a cursive 'x' written on a set of three horizontal lines.

For instructor's use

Blank handwriting practice lines for instructor's use.



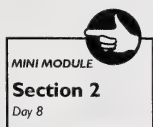
Handwriting Exercise Section 2, Day 7—Lowercase *i*

Complete each line.

Handwriting practice lines for lowercase *i*. The first line shows a single *i* with a dot above it. The second line shows a single *i* with a dot above it. The third line shows a single *i* with a dot above it. The fourth line shows two groups of three *i*'s each, with a dot above each *i*. The fifth line shows two groups of three *i*'s each, with a dot above each *i*.

For instructor's use

Blank handwriting practice lines for instructor's use.



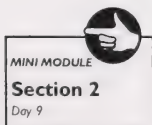
Handwriting Exercise Section 2, Day 8—Lowercase *u*

Complete each line.

Handwriting practice lines for lowercase *u*. The first line shows a single *u* with a downward arrow indicating the stroke direction. The second line shows two dashed *u*'s for tracing. The third line shows a solid *u* with a downward arrow. The fourth line shows a solid *u* with a downward arrow. The fifth line shows a solid *u* with a downward arrow. The sixth line shows a solid *u* with a downward arrow.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 2, Day 9—Lowercase e

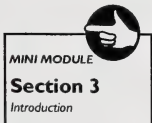
Complete each line.

Handwriting practice lines for lowercase 'e'. The first line shows a cursive 'e' with a directional arrow. The second line shows a cursive 'e' with a directional arrow. The third line shows a cursive 'e' with a directional arrow. The fourth line shows a cursive 'e' with a directional arrow. The fifth line shows a cursive 'e' with a directional arrow. The sixth line shows a cursive 'e' with a directional arrow.

For instructor's use

Blank handwriting practice lines for instructor's use.

You have now completed Section 2. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 3

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

*Please verify that preprinted label is for
correct course.*

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 3

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

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Section 3

Lowercase Letters Continued

Handwriting Exercise Section 3, Day 1—Lowercase w

Complete each line.

w w

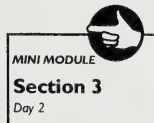
w w

wt w

wt w

wt w

For instructor's use



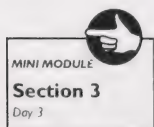
Handwriting Exercise Section 3, Day 2—Lowercase *r*

Complete each line.

1

2

For instructor's use



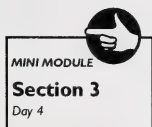
Handwriting Exercise Section 3, Day 3—Lowercase s

Complete each line.

Handwriting practice lines for lowercase 's'. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The first line shows a single 's' with a directional arrow indicating the stroke. The second line shows a single 's' with a directional arrow. The third line shows a single 's' with a directional arrow. The fourth line shows a single 's' with a directional arrow. The fifth line shows a single 's' with a directional arrow. The sixth line shows a single 's' with a directional arrow. The seventh line shows a single 's' with a directional arrow. The eighth line shows a single 's' with a directional arrow. The ninth line shows a single 's' with a directional arrow. The tenth line shows a single 's' with a directional arrow.

For instructor's use

Two blank lines for instructor's use.



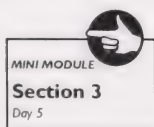
Handwriting Exercise Section 3, Day 4—Lowercase *j*

Complete each line.

Handwriting practice lines for lowercase *j*. Each line includes a dashed example of the letter *j* with an arrow indicating the stroke direction.

For instructor's use

Blank handwriting practice lines for instructor's use.



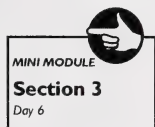
Handwriting Exercise Section 3, Day 5—Lowercase p

Complete each line.

Handwriting practice lines for lowercase 'p'. The first line shows a dotted 'p' with a directional arrow indicating the stroke. The second line shows a dotted 'p' with a directional arrow. The third line shows a dotted 'p' with a directional arrow. The fourth line shows a dotted 'p' with a directional arrow. The fifth line shows a dotted 'p' with a directional arrow. The sixth line shows a dotted 'p' with a directional arrow. The seventh line shows a dotted 'p' with a directional arrow. The eighth line shows a dotted 'p' with a directional arrow. The ninth line shows a dotted 'p' with a directional arrow. The tenth line shows a dotted 'p' with a directional arrow.

For instructor's use

Blank lines for instructor's use.



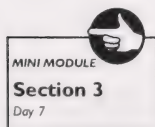
Handwriting Exercise Section 3, Day 6—Reviewing Letters

Do today's exercise by repeating the line of today's letters and by completing each line of words.

Handwriting practice lines with faint cursive letters and words for review.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 3, Day 7—Lowercase t

Complete each line.

t t

t t

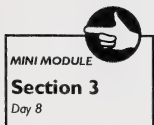
t t

t t

t t

t t

For instructor's use



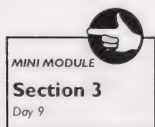
Handwriting Exercise Section 3, Day 8—Lowercase v

Complete each line.

Handwriting practice lines for lowercase 'v'. The first line shows a dashed 'v' with arrows indicating stroke direction. The following lines are blank for practice.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 3, Day 9—Lowercase y

Complete each line.

Handwriting practice lines for lowercase 'y'. The first line shows a dashed 'y' with an arrow indicating the starting point and direction of the stroke. The subsequent lines are blank for practice.

For instructor's use

Blank lines for instructor's use.

You have now completed Section 3. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 4

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

*Please verify that preprinted label is for
correct course.*

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 4

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

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MAILING

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FAXING

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Section 4

Lowercase Letters and Joining

Handwriting Exercise Section 4, Day 1—Lowercase l

Complete each line. (You'll see the word **llama** here. If you don't know what it means, remember to use your dictionary.)

Handwriting practice lines for the lowercase letter 'l'. The first line shows a dashed 'l' with an arrow indicating the stroke direction. The second line shows a dashed 'l' with an arrow. The third line shows a dashed 'l' with an arrow. The fourth line shows the word 'leg' written in cursive. The fifth line shows the word 'play' written in cursive. The sixth line shows the word 'llama' written in cursive. The remaining lines are blank for practice.

For instructor's use

Blank lines for instructor's use.

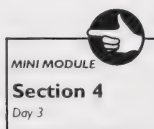
Handwriting Exercise Section 4, Day 2—Lowercase *b*

Complete each line.

Handwriting practice lines for lowercase *b*. The first line shows a dashed lowercase *b* with a directional arrow indicating the stroke. Subsequent lines show dashed words for tracing: *bat*, *be*, *birds*, and *bank*.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 4, Day 3—Lowercase *h*

Complete each line.

For instructor's use

Handwriting practice lines for instructor's use, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).



MINI MODULE

Section 4

Day 4

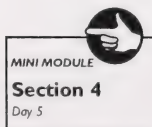
Handwriting Exercise Section 4, Day 4—Lowercase *f*

Complete each line.

Handwriting practice lines for lowercase *f*. The first line shows a dashed *f* with an arrow indicating the stroke direction. The following lines show the letter *f* written on the lines, with arrows indicating the stroke direction. The final two lines show the letter *f* written on the lines, with arrows indicating the stroke direction.

For instructor's use

Two blank lines for instructor's use.



Handwriting Exercise Section 4, Day 5—Lowercase k

Complete each line.

Handwriting practice lines for lowercase letter 'k'. Each line includes a dashed starting point and an arrow indicating the stroke direction.

Line 1: A small downward arrow on the left side of the line.

Line 2: A dashed diagonal line starting from the top left and pointing down to the right.

Line 3: A dashed diagonal line starting from the top left and pointing down to the right.

Line 4: A dashed horizontal line starting from the left side of the line.

Line 5: A dashed horizontal line starting from the left side of the line.

Line 6: A dashed horizontal line starting from the left side of the line.

Line 7: A dashed horizontal line starting from the left side of the line.

Line 8: A dashed horizontal line starting from the left side of the line.

Line 9: A dashed horizontal line starting from the left side of the line.

Line 10: A dashed horizontal line starting from the left side of the line.

For instructor's use

Blank handwriting practice lines for instructor's use.

Line 1: A solid horizontal line.

Line 2: A solid horizontal line.

Line 3: A solid horizontal line.

Line 4: A solid horizontal line.

Line 5: A solid horizontal line.

Line 6: A solid horizontal line.



MINI MODULE

Section 4

Day 6

Handwriting Exercise Section 4, Day 6—Reviewing Letters

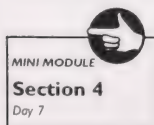
Write a line of letters under the samples.

Then complete each line in the rest of the handwriting exercise. You will see that *e* is not included in the first line because it has a shorter underswing.

Handwriting practice lines with faint cursive letters for review. The letters shown are: *l, t, e, s, l, e, t, e* on the first line, and *h, d, b, c, g, f* on the subsequent lines.

For instructor's use

Blank handwriting practice lines for instructor's use.



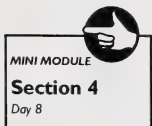
Handwriting Exercise Section 4, Day 7—Joining w to a and o

Complete each line.

Handwriting practice lines with arrows indicating stroke direction for joining 'w' to 'a' and 'o'.

For instructor's use

Blank handwriting practice lines for instructor's use.



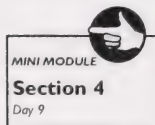
Handwriting Exercise Section 4, Day 8—Joining *w* to *e* and *i*

Complete each line.

Handwriting practice lines with arrows indicating stroke direction for joining *w* to *e* and *i*.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 4, Day 9—Joining *w* to *r* and *h*

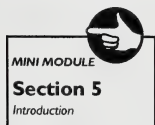
Complete each line.

Handwriting practice lines with faint cursive letters *w*, *r*, and *h* for tracing and joining practice.

For instructor's use

Blank lines for instructor's use.

You have now completed Section 4. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 5

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

*Please verify that preprinted label is for
correct course.*

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 5

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

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Section 5

More Joining and Judging

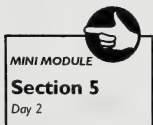
Handwriting Exercise Section 5, Day 1—Joining *b* to *a* and *o*

Complete each line.

Handwriting practice lines with faint cursive letters *a*, *b*, and *o* for tracing and joining exercises.

For instructor's use

Blank handwriting practice lines for instructor use.



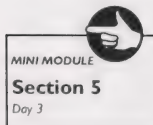
Handwriting Exercise Section 5, Day 2—Joining *b* to Letters Beginning with an Underswing

Complete each line.

Handwriting practice lines showing the progression of joining the letter *b* to various letters. The first line shows a single *b* with a downward arrow indicating the stroke. Subsequent lines show *b* being joined to *a*, *c*, *e*, *i*, *l*, *n*, *o*, *r*, *s*, *t*, *u*, *v*, *w*, *x*, and *y*. The final line shows a continuous string of joined letters: *abacadebrastuvwx*.

For instructor's use

Blank handwriting practice lines for instructor use.



Write each combination of letters twice. Then choose any six of these combinations and think of words in which they occur. Write these six words on the blank lines.

1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68
69	70
71	72
73	74
75	76
77	78
79	80
81	82
83	84
85	86
87	88
89	90
91	92
93	94
95	96
97	98
99	100

For instructor's use



MINI MODULE

Section 5

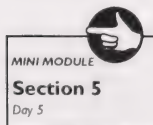
Day 4

Handwriting Exercise Section 5, Day 4—Joining o to Letters Beginning with an Underswing

Write each combination of letters twice. Then choose any six of these combinations and think of six words in which they occur. Write these words on the blank lines.

ol	of
oh	oh
ok	ok
oo	oo
oo	oo
oo	oo
oo	oo
oo	oo
oo	oo
oo	oo

For instructor's use



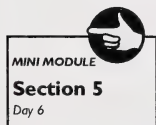
Handwriting Exercise Section 5, Day 5—Joining o to r, s, and t

Complete each line.

Handwriting practice lines with faint cursive letters for tracing: *or*, *os*, *ot*, *ors*, *ors*, *ors*.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 5, Day 6—Difficult Joins

Complete each line.

Handwriting practice lines with cursive examples and arrows indicating stroke direction:

- Line 1: Cursive 'a' and 'c' with arrows.
- Line 2: Cursive 'h' and 'k' with arrows.
- Line 3: Cursive 's' and 'z' with arrows.
- Line 4: Cursive 'g' and 'q' with arrows.
- Line 5: Cursive word 'wage'.
- Line 6: Cursive word 'wax'.
- Line 7: Cursive word 'yellow'.
- Line 8: Cursive word 'right'.

For instructor's use

Blank handwriting practice lines for instructor's use.

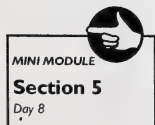
Handwriting Exercise Section 5, Day 7—A Review of Joins

Complete each line.

Handwriting practice lines with faint cursive letters for tracing and completion.

For instructor's use

Blank handwriting practice lines for instructor's use.

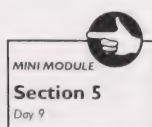


Handwriting Exercise Section 5, Day 8—Judging a Sample

Follow the directions given in your Student Module Booklet.

1	and one long	2	10		
2			11		
3			12		
4			13		
5			14		
6			15		
7			16		
8			17		
9			18		
10			19		
11			20		
12			21		
13			22		
14			23		
15			24		
16			25		
17			26		
18			27		
19			28		
20			29		
21			30		

For instructor's use



Handwriting Exercise Section 5, Day 9—Letters and Numerals

This is the way I write the lowercase letters and the numerals.

I think I have improved these letters and numerals.

For instructor's use

You have now completed Section 5. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 6

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

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FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 6

Grade: _____

Date Received: _____

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

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Section 6

Reviewing and Beginning Capitals

Handwriting Exercise Section 6, Day 1—Size, Slant, and Spacing

Write your paragraph on the following lines.

Look for these things in your handwriting:

- Are my letters the right size? _____
- Are the downstrokes on the same slant? _____
- Are there even spaces between the words? _____



For instructor's use

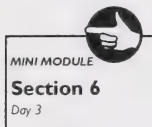
Handwriting Exercise Section 6, Day 2—Reviewing Joins

Write the given words on these lines.

_____	_____
_____	_____
_____	_____

For instructor's use

_____	_____
_____	_____

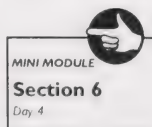
**Handwriting Exercise Section 6, Day 3—Reviewing More Joins**

Write the given words in the first column. Write your words in the second column.

_____	_____
_____	_____
_____	_____

For instructor's use

_____	_____
_____	_____



Handwriting Exercise Section 6, Day 4—Capital Letter A

Complete the first two lines. Circle any A you think is very well done. Complete the next two lines. Then write the sentence once.

A A

A A

Apple

Apple

Apple is a fruit.

For instructor's use

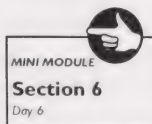
Handwriting Exercise Section 6, Day 5—Capital Letter O

Complete the first two lines. Circle any O's you think are well done. Complete the next two lines, and write the sentence once.

Handwriting practice lines for Capital Letter O. The first two lines are pre-filled with the word "O" and a small arrow indicating the stroke direction. The next two lines are pre-filled with the word "O" and a small arrow indicating the stroke direction. The remaining lines are blank for practice.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 6, Day 6—Capital Letter C

Complete each line. Choose the best letter you wrote on the first line, and circle it. Notice the way C is joined to the letters that follow it. Write the sentence once.

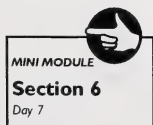
C C

ally

am

the first letter of the word "ally" is "a".

For instructor's use



Handwriting Exercise Section 6, Day 7—Capital Letter E

Complete the first line, and circle the letter or letters you think are the best. Then complete the following lines. Write the sentence once. Notice the way *E* is joined to other letters.

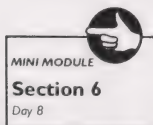
E E

Eve

Every

Every year we go to England.

For instructor's use



Handwriting Exercise Section 6, Day 8—Reviewing Letters

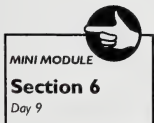
Complete each line of letters, and circle the best letter in each line.

Make up a sentence that needs a capital *A* and a capital *O* and write the sentence once. Do the same for another sentence using capital letters *C* and *E*. Be sure to watch for the three *s*'s: size, slant, and spacing.

Handwriting practice lines for the exercise. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The first line contains faint, handwritten letters for tracing or reference.

For instructor's use

Handwriting practice lines for the instructor's use section. Each line consists of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting Exercise Section 6, Day 9—Capital Letter I

Complete each line. Circle the best letter in the second line. Write the sentence once.

Handwriting practice lines for the capital letter I. The first line shows a dashed 'I' for tracing. The second line shows a dashed 'I' for tracing. The third line shows a dashed 'I' for tracing. The fourth line shows a dashed 'I' for tracing. The fifth line shows a dashed 'I' for tracing. The sixth line shows a dashed 'I' for tracing. The seventh line shows a dashed 'I' for tracing. The eighth line shows a dashed 'I' for tracing. The ninth line shows a dashed 'I' for tracing. The tenth line shows a dashed 'I' for tracing.

For instructor's use

Blank lines for instructor's use.

You have now completed Section 6. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 7

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Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

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FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 7

Grade: _____

Date Received: _____

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

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Section 7

Capital Letters

Handwriting Exercise Section 7, Day 1—Capital Letter J

Complete each line. Write the sentence once. Notice how *J* is joined to the letters that follow it. Circle the best letter in the second line.

J *J* *J*

J *J* *J*

John

John

John and Jane are married.

John



MINI MODULE

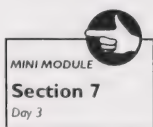
Section 7

Day 2

Handwriting Exercise Section 7, Day 2—Capital Letter T

Complete each line. Circle the best letter in the first line. Write the sentence once.

For instructor's use



Complete each line. Circle the best letter in the first line. Write the sentence once.



MINI MODULE

Section 7

Day 4

Handwriting Exercise Section 7, Day 4—Reviewing Letters I, J, T, and F

Write each of the following names in its proper column.

- | | | | |
|-----------------|------------|-----------|---------|
| • France | • Jesse | • Iqaluit | • Irene |
| • Toronto | • Jasper | • India | • Fiona |
| • Fort St. John | • Thailand | • Japan | • Ted |

People	Places	Countries

For instructor's use

Handwriting Exercise Section 7, Day 5—Capital Letter M

Complete each line. Circle the best letter in the second line. Write the sentence once.

M M M M M M M M M M

M M M M M M M M M M

M M M M M M M M M M

M M M M M M M M M M

M M M M M M M M M M

M M M M M M M M M M

M M M M M M M M M M

For instructor's use



MINI MODULE

Section 7

Day 6

Handwriting Exercise Section 7, Day 6—Capital Letter N

Complete each line. Circle the best letter in the second line. Write the sentence once.

N

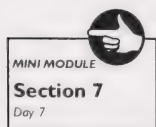
N

N

N

Nice home to visit

For instructor's use



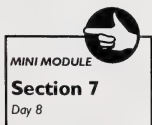
Handwriting Exercise Section 7, Day 7—Capital Letter H

Complete each line. Circle the best letter in the third line. Write the sentence once.

Handwriting practice lines for the capital letter H. The first line shows the letter H written in cursive. The second line shows the letter H written in print. The third line shows the letter H written in print. The fourth line shows the letter H written in print. The fifth line shows the letter H written in print. The sixth line shows the letter H written in print. The seventh line shows the letter H written in print. The eighth line shows the letter H written in print. The ninth line shows the letter H written in print. The tenth line shows the letter H written in print.

For instructor's use

Handwriting practice lines for the instructor's use.



Handwriting Exercise Section 7, Day 8—Capital Letter K

Complete each line. Circle the best letter you wrote in the second line. Write the sentence once.

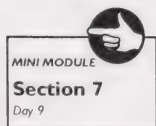
K

body

Health

Kristen lives at 5000 Main St.

For instructor's use



Handwriting Exercise Section 7, Day 9—Reviewing Capital Letters M, N, H, and K

Complete each line. In each line, circle the letter you think is the best. Write each sentence once.

Handwriting practice lines with a dashed sentence for tracing: "When travelling from London they go to the Summer Palace."

Up now to work to help

For instructor's use

You have now completed Section 7. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



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Date Submitted:

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Name:

Address:

Postal Code:

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FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 8

Grade: _____

Date Received: _____

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

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Section 8

More Capitals

Handwriting Exercise Section 8, Day 1—Capital Letter *U*

Complete each line. Circle the best letter you made in the second line. Write the sentence once. Notice the way *U* is joined to other letters.

U *U* *U*

U *U* *U*

Uma

Uruguay

Use a circle for the letter U.

For instructor's use

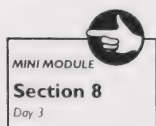
Handwriting Exercise Section 8, Day 2—Capital Letter Y

Complete each line. Notice how Y is joined to the letters that follow it. The overswing from the tail of the Y sometimes has to be changed to suit the underswing of the letter that follows. Watch this part carefully. Circle the best letter you made in the third line. Write the sentence once.

Handwriting practice lines for Capital Letter Y. The first line shows a dashed 'Y' with an arrow indicating the starting point and direction. The second line shows a dashed 'Y' with an arrow indicating the starting point and direction. The third line shows a dashed 'Y' with an arrow indicating the starting point and direction. The fourth line shows a dashed 'Y' with an arrow indicating the starting point and direction. The fifth line shows a dashed 'Y' with an arrow indicating the starting point and direction. The sixth line shows a dashed 'Y' with an arrow indicating the starting point and direction. The seventh line shows a dashed 'Y' with an arrow indicating the starting point and direction. The eighth line shows a dashed 'Y' with an arrow indicating the starting point and direction. The ninth line shows a dashed 'Y' with an arrow indicating the starting point and direction. The tenth line shows a dashed 'Y' with an arrow indicating the starting point and direction.

For instructor's use

Handwriting practice lines for instructor's use.



Handwriting Exercise Section 8, Day 3—Capital Letter V

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

V V V V V V V V V V

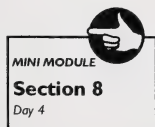
V V V V V V V V V V

V V V V V V V V V V

V V V V V V V V V V

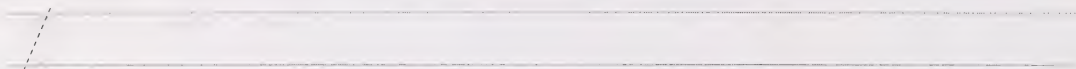
Writing a month of letters

For instructor's use

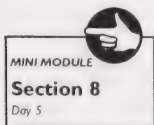
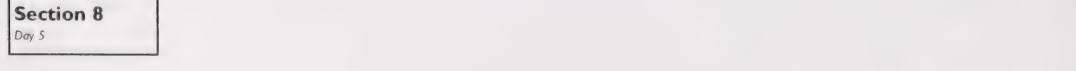
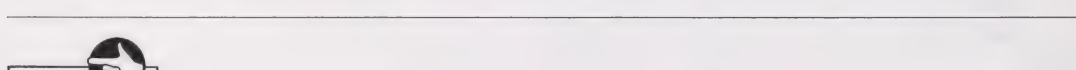


Handwriting Exercise Section 8, Day 4—Capital Letter W

Complete each line. Circle the best letter you made in the fourth line. Write the sentence once. (Write the answer, too, if you can.)



For instructor's use



Handwriting Exercise Section 8, Day 5—Capital Letter X

Complete each line. Circle the best letter you made in the third line. Write each sentence once.

X X X

X X X

X X X

X X X

X X X

For instructor's use



MINI MODULE

Section 8

Day 6

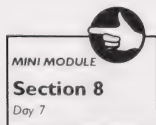
Handwriting Exercise Section 8, Day 6—Capital Letter Z

Complete each line. Circle the best letter you made in the third line. Write each sentence once. Notice how Z is joined to the letters that follow it.

Handwriting practice lines for Capital Letter Z. The first line shows a dashed outline of the letter Z with arrows indicating stroke direction. Subsequent lines show faint, ghosted versions of the letter Z for tracing practice.

For instructor's use

Blank handwriting practice lines for instructor's use.



Handwriting Exercise Section 8, Day 7—Capital Letter G

Complete each line. Circle the best letter you made in the third line. Write the sentence once.

Handwriting practice lines for Capital Letter G. The first line shows a small 'g' written on the baseline. The second line shows a 'G' written on the midline. The third line shows a 'G' written on the baseline. The fourth line shows a 'G' written on the baseline. The fifth line shows a 'G' written on the baseline. The sixth line shows a 'G' written on the baseline. The seventh line shows a 'G' written on the baseline. The eighth line shows a 'G' written on the baseline. The ninth line shows a 'G' written on the baseline. The tenth line shows a 'G' written on the baseline. The eleventh line shows a 'G' written on the baseline. The twelfth line shows a 'G' written on the baseline. The thirteenth line shows a 'G' written on the baseline. The fourteenth line shows a 'G' written on the baseline. The fifteenth line shows a 'G' written on the baseline. The sixteenth line shows a 'G' written on the baseline. The seventeenth line shows a 'G' written on the baseline. The eighteenth line shows a 'G' written on the baseline. The nineteenth line shows a 'G' written on the baseline. The twentieth line shows a 'G' written on the baseline.

For instructor's use

Handwriting practice lines for instructor's use. The first line is blank. The second line is blank. The third line is blank. The fourth line is blank. The fifth line is blank. The sixth line is blank. The seventh line is blank. The eighth line is blank. The ninth line is blank. The tenth line is blank.



MINI MODULE

Section 8

Day 8

Handwriting Exercise Section 8, Day 8—Capital Letter S

Complete each line. Circle the best letter you made in the third line. Write the sentence once.

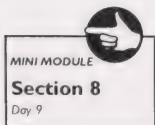
S S S

Sally

Sid

Steven farms by himself

For instructor's use



Handwriting Exercise Section 8, Day 9—Capital Letter D

Complete each line. Circle the best letter you made in the third line. Write each sentence once.

Handwriting practice lines for capital letter D. The first line shows a dashed letter 'D' with a stroke order arrow. Subsequent lines show faint, ghosted versions of the letter 'D' for tracing and practice. The lines are designed for students to write and then circle the best letter in the third line.

For instructor's use

You have now completed Section 8. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.



ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 9

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

*Please verify that preprinted label is for
correct course.*

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 9

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING STUDENT BOOK

When you are registered for this distance learning course, you are expected to regularly submit your Student Book for correction as soon as you complete it. Before submitting your Student Book, please check the following:

- Have you completed all of the required activities? If not, explain why.
- Have you reread your work to ensure accuracy in spelling and details?
- Have you filled out the Assignment Record Form and attached the correct address label?

MAILING

1. Postage Regulations

Do **not** enclose letters with the Student Book.

Send all letters in a separate envelope.

2. Postage Rates

Take your Student Book to the post office and have it weighed. Attach sufficient postage and seal the envelope. The Student Book will travel faster if sufficient postage is used and if it is placed in a large envelope that does not exceed two centimetres in thickness.

FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

Section 9

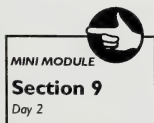
Capitals, Reviewing, and Judging

Handwriting Exercise Section 9, Day 1—Capital Letter L

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

Handwriting practice lines for the capital letter L. The first line shows the letter 'L' written twice. The second line shows the letter 'L' written twice. The third line shows the letter 'L' written twice. The fourth line shows the letter 'L' written twice. The fifth line shows the letter 'L' written twice. The sixth line shows the letter 'L' written twice. The seventh line shows the letter 'L' written twice. The eighth line shows the letter 'L' written twice. The ninth line shows the letter 'L' written twice. The tenth line shows the letter 'L' written twice.

For instructor's use



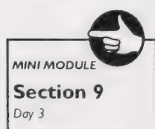
Handwriting Exercise Section 9, Day 2—Capital Letter Q

Complete each line. Circle the best letter you made in the first line. Write the sentence once.

Handwriting practice lines for Capital Letter Q. The first line shows a dashed 'Q' for tracing. Subsequent lines show faint, handwritten examples of the letter 'Q' and the sentence "The queen is a queen" for tracing and practice.

For instructor's use

Blank handwriting practice lines for instructor's use.



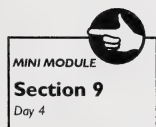
Handwriting Exercise Section 9, Day 3—Capital Letter B

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

Handwriting practice lines for Capital Letter B. The first line shows a dashed letter 'B' for tracing. The second line shows a dashed letter 'B' for tracing. The third line shows a dashed letter 'B' for tracing. The fourth line shows a dashed letter 'B' for tracing. The fifth line shows a dashed letter 'B' for tracing. The sixth line shows a dashed letter 'B' for tracing. The seventh line shows a dashed letter 'B' for tracing. The eighth line shows a dashed letter 'B' for tracing. The ninth line shows a dashed letter 'B' for tracing. The tenth line shows a dashed letter 'B' for tracing. The eleventh line shows a dashed letter 'B' for tracing. The twelfth line shows a dashed letter 'B' for tracing. The thirteenth line shows a dashed letter 'B' for tracing. The fourteenth line shows a dashed letter 'B' for tracing. The fifteenth line shows a dashed letter 'B' for tracing. The sixteenth line shows a dashed letter 'B' for tracing. The seventeenth line shows a dashed letter 'B' for tracing. The eighteenth line shows a dashed letter 'B' for tracing. The nineteenth line shows a dashed letter 'B' for tracing. The twentieth line shows a dashed letter 'B' for tracing.

For instructor's use

Handwriting practice lines for instructor's use. The first line is a solid line. The second line is a solid line. The third line is a solid line. The fourth line is a solid line. The fifth line is a solid line. The sixth line is a solid line. The seventh line is a solid line. The eighth line is a solid line. The ninth line is a solid line. The tenth line is a solid line. The eleventh line is a solid line. The twelfth line is a solid line. The thirteenth line is a solid line. The fourteenth line is a solid line. The fifteenth line is a solid line. The sixteenth line is a solid line. The seventeenth line is a solid line. The eighteenth line is a solid line. The nineteenth line is a solid line. The twentieth line is a solid line.



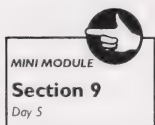
Handwriting Exercise Section 9, Day 4—Capital Letter P

Complete each line. Circle the best letter you made in the first line. Write the sentence once.

Handwriting practice lines for Capital Letter P. The first line shows the letter 'P' written multiple times. Subsequent lines show the sentence "The Pass leads to the Peace River" written multiple times.

For instructor's use

Blank lines for instructor's use.



Handwriting Exercise Section 9, Day 5—Capital Letter R

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

Handwriting practice lines for the capital letter R. The first line shows a dashed letter R for tracing. Subsequent lines are blank for practice.

For instructor's use

Blank lines for instructor's use.



MINI MODULE

Section 9

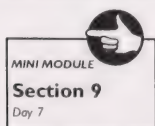
Day 6

Handwriting Exercise Section 9, Day 6—Judging a Sample

Follow the directions given in your Student Module Booklet.

U	U	U
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L

For instructor's use

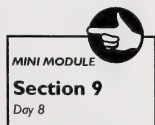


Follow the directions given in your Student Module Booklet.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

I think I have improved these letters.

For instructor's use



Handwriting Exercise Section 9, Day 8—Rewriting a Paragraph

Now rewrite the paragraph on the given lines. Pay special attention to the parts that needed improvement in your practice paragraph.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Carefully check the paragraph you just wrote. Rewrite the letters or words that you think still need improvement. Use the following lines. If you need more room, there are more lines on the next page.

For instructor's use



MINI MODULE
Section 9
Day 9

Handwriting Exercise Section 9, Day 9—You Be the Judge

My handwriting has (improved a lot, improved quite a bit, improved a little) this year.

I (usually remember, sometimes remember, usually forget) to sit in a good position.

I would say my handwriting is usually (excellent, done quite well, just OK, poorly done).

My handwriting exercises are usually (a lot better than, about the same as) the rest of my written exercises.

Is there anything else you'd like to tell your teacher about your handwriting?

For instructor's use

Reminder to home instructor: Please complete the Home Instructor Comments form (located in the Home Instructor's Guide) and include it with the student's Section 9 assignments.

Also, assist your student in completing the Course Survey for Handwriting, which is found on the following pages.

You have now completed Section 9. It's time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your home instructor. Then follow the instructions on the back of that sheet for submitting your work.



COURSE SURVEY FOR HANDWRITING (SPECIAL INTEREST MODULE)
(© 2002)

Note to the home instructor: After your student has completed the activities for this module, please help him or her fill out this questionnaire and mail it to the address given on the last page. We are interested in your responses. Your comments will be greatly appreciated, as we continually work to improve our courses. If you wish to add information or comments, please write your comments as well in the appropriate spaces.

Name _____ Age _____ Grade _____
Address _____ File No. _____

Date _____

Design

1. The Mini Module booklet is designed so you can work through it yourself. Did you find it easy to use on your own?

☐ Yes ☐ No Please explain.

2. Were the questions and directions easy to understand?

☐ Yes ☐ No Please explain.

3. Did you find the exercises at the beginning of each day helpful? Did they make the course more interesting? Please explain.

4. If you needed special supplies or other material for this course, were you able to easily obtain them? Please explain.

Content

1. Which activity did you like the most? What did you like about it?

2. Which activity did you like the least? What did you dislike about it?

3. Did you find the workload and the content you were expected to learn reasonable? Please explain.

4. Did you have any difficulty reading any part of the mini module? Please give details.

Additional Comments

Only complete the following questions if you are enrolled with the Alberta Distance Learning Centre.

1. Did you contact a teacher at the Alberta Distance Learning Centre for help or extra information while doing this module? Please detail.

If you contacted the Alberta Distance Learning Centre, did you find the staff helpful? Please explain.

2. Did you fax your Student Book to your teacher? Did this work well?

3. Did you e-mail any of your Student Book to your teacher? Did this work well?

4. Was the feedback you received from your correspondence or distance learning teacher helpful? Please explain.

Thanks for taking the time to complete this questionnaire. Your comments are important.

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Student Book to ADLC, you may return this questionnaire with your Student Book.

Otherwise, please return this questionnaire to this address:

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Handwriting

Home Instructor's Guide

What Is *Handwriting* About?

Clear communication is essential in today's information age. Legible handwriting is a part of well-crafted, artistic language that conveys the ideas and values of a culture and can be a source of pleasure and delight. Communicating clearly and artistically enhances collaboration and builds community.

This module is designed to be used to review and correct cursive writing for students who have been introduced to handwriting previously, but still need to revisit the correct formation of letters. Students learn and practise cursive handwriting style that is consistent in alignment, shape, slant, and spacing. The course may be completed as a separate module, or it may be used or required as part of another course your student is taking, for example, English Language Arts 4.

In the nine sections of *Handwriting*, your child will explore and practise correct cursive writing skills each day.

What Will My Child Learn?

It is expected that students will make extensive functional use of cursive writing and develop fluidity while maintaining legibility. Specifically, your student will have opportunities to do the following:

- Practise keeping letter formation, size, slant, spacing, and alignment uniform. (Letters must sit properly on the line.)
- Write with uniform pressure, using a good quality, medium ballpoint.
- Maintain a good standard of printing for appropriate purposes.
- Maintain pleasure and pride in the process and product of handwriting.
- Practise judging handwriting quality with some assistance.
- Prepare samples of good cursive writing for display purposes and for others to examine.
- Observe good written work done by others and compare it with his or her own.

How Can I Help?

Here are some ideas to help your child get organized for this module.

- Read through the module in advance.
- Refer to the notes on Developing Handwriting Technique that are included in this guide. Read these notes with your child.
- Encourage and remind your child frequently of the importance of posture, the position of the paper, movement of the arm, and other handwriting techniques.
- Gather and display examples of cursive writing used in a variety of contexts, for example, notes left for family members, letters, and invitations you might receive.
- Help the student organize his or her materials and work space.
- Set aside 10 to 15 minutes each day for the handwriting lessons.

As the home instructor, you have an important role to play in ensuring that the student successfully completes this handwriting module. Make yourself available to the student when he or she is working on the module.

You also play an important role in student assessment by helping the teacher understand how the student is progressing with the work and by making the teacher aware of any successes or difficulties he or she may be experiencing.

At the end of most of the handwriting exercises, there is space available for your observations and comments. This information records progress and can also assist the teacher in suggesting alternate learning strategies for the student to try.

What You Need

- a desk or table and chair that allows the student to use proper posture and position: A small footstool may be necessary if the desk or table is quite high for the student.
- Alphabet Chart: Assist the student in finding the Alphabet Chart (located at the end of the Mini Module Booklet). Ensure the chart is put on a wall at the student's eye level near where he or she will be writing.
- loose-leaf paper: Your student should have a supply of wide-ruled paper and regular loose-leaf paper.
- three-ring binder: Place the Student Book and Home Instructor's Guide into this binder. The binder can also be used for loose-leaf paper.
- chalkboard or a whiteboard: This is not required, but it is a piece of equipment that can be very helpful. There will be references in the daily work to a chalkboard. Working on the different surface makes for a welcome change from the constant use of pencil, pen, and paper. Also, a child's muscles are still developing and a piece of chalk or a felt pen is much easier to handle than the smaller pencil or pen.

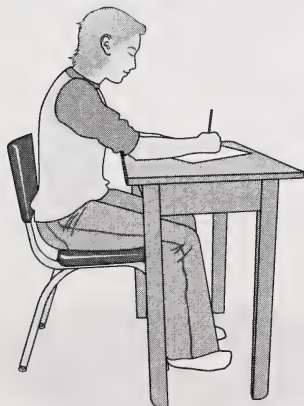
Finishing Up a Section

There are nine sections in the Student Book. Each section takes nine days to complete. When the student has completed a section of handwriting exercises, you will need to help gather the work completed to be sent in to the teacher. Note that you do not complete the entire Student Book before submitting it. Submit only one section of assignments and any activities the student has done on his or her own paper during the nine days of a section. It is important that the teacher see the student's writing often as it develops, to assist and encourage making any changes in writing technique before they become habits.

When assembling the materials to be sent in, make sure you read and complete the appropriate Assignment Record Form. Also, read the instructions (on the back of this form) for submitting the required assignments.

The following information is written for the home instructor, but it should be read with the child.

Posture



The student's feet should be flat on the floor, with arms resting comfortably on the desk or table top. The child's back and shoulders should be straight, and the body should lean slightly forward. You may have to provide a footstool to enable proper posture.

Developing Handwriting Technique

During the handwriting lessons, continue to give attention to correct letter formation, size, slant, spacing and alignment (letters must sit properly on the line). Later assist with the correct procedure for joining letter's and the overall uniformity of the student's writing.

Continue to place an emphasis on good writing habits. Poor posture will become increasingly difficult to change, so keep encouraging your child to sit correctly and to develop a free-flowing movement in all written work. The Freedom of Movement Exercises at the beginning of many of the day's work are very important for developing handwriting technique and fluency.

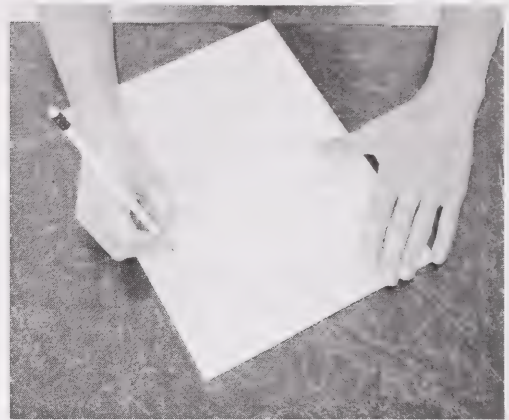
Position and Use of Writing Materials

When doing any writing, make sure the paper is directly in front of the child and slanted as shown in the following diagrams. Also, notice the positions of the hands in the illustration. The writing hand is positioned below the writing. The other hand rests at the top of the paper.

Left-Handed Writers



Right-Handed Writers



The pencil should be held loosely between the thumb and first finger. It should rest on the second finger. The pencil should be held about 2 to 3 cm above the point.

Left-Handed Writers



Right-Handed Writers



Rhythmic Clues

Whether at the chalkboard or on paper, all writing forms are best developed rhythmically. Your child will be quick to agree that any physical exercise, such as skating, dancing, or walking becomes much easier to do when a certain rhythm is developed. Encourage your child to use the rhythmic clues given in the assignments and to voice them aloud when practising (either at the chalkboard or on paper).

Freedom of Movement Exercises

There is still a need at this level to encourage freedom of movement and to discourage the development of a cramped writing style. Writing at a chalkboard or on a large sheet of paper remains a good way to begin any writing lesson. In most lessons, the student will be directed to spend a few minutes each day trying one or two of the arm-movement exercises. Go for free, easy, gliding movements. These exercises are found in the back of the Mini Module Booklet following the Alphabet Chart.

Suggested Activities

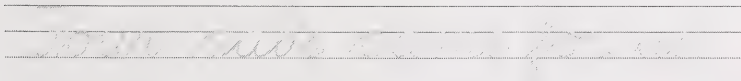
The emphasis in this course is on developing and maintaining uniform letter formation, spacing, slant, and stroke. Using a pencil, students should practise writing on wide-ruled loose-leaf paper, eventually reducing letter size to the use of regular loose-leaf paper. The ballpoint should be used for good work and assignments.

Here are some activity suggestions you may wish to try with your student:

- keeping a diary or journal of personal or class events
- preparing samples of good cursive writing for display purposes and for beginning handwriting students to examine
- writing letters that are difficult to form properly by choosing poems that repeat a certain letter
- writing rhyming words containing problem letters



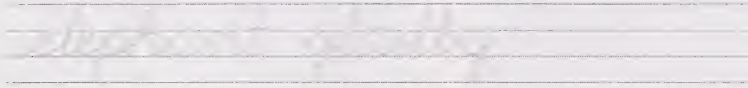
- writing sentences using words that contain difficult joins



- writing groups of letters containing above-the-line strokes and below-the-line strokes



- finding and writing words containing several above-the-line strokes and several below-the-line strokes



- writing on labels, invitations, booklet covers, maps, charts, and posters using a lined guide under unlined paper (Letter size will be determined by the specific activity.)
- writing to pen pals in another school, district, city, or country
- using red pencil to circle letters or words showing good writing style
- exchanging writing samples with other students to proofread for legibility and for attention to slant, spacing, size, and formation
- observing good written work done by others and comparing it with their own

Daily Assignment Summary and Checklist

On the next few pages is a **Daily Assignment Summary and Checklist** of all assignments for each of the nine sections that your student will be submitting to the teacher. You may use this as a checklist for each day's work as it is completed and as a quick reference to track the letters that have been covered. Removing this summary and posting it in the Student's work area will make it easily accessible.

Daily Assignment Summary and Checklist

Section 1 Making a Start

- ☐ Day 1: Writing with Care
- ☐ Day 2: Capital Letters
- ☐ Day 3: Lowercase Letters
- ☐ Day 4: Numerals and a Special Chart
- ☐ Day 5: Lowercase *a*
- ☐ Day 6: Lowercase *o*
- ☐ Day 7: Lowercase *d*
- ☐ Day 8: Lowercase *g*
- ☐ Day 9: Lowercase *q*

Section 2 Lowercase Letters

- ☐ Day 1: Lowercase *c*
- ☐ Day 2: Reviewing Letters
- ☐ Day 3: Lowercase *m*
- ☐ Day 4: Lowercase *n*
- ☐ Day 5: Lowercase *z*
- ☐ Day 6: Lowercase *x*
- ☐ Day 7: Lowercase *i*
- ☐ Day 8: Lowercase *u*
- ☐ Day 9: Lowercase *e*

Section 3 Lowercase Letters Continued

- ☐ Day 1: Lowercase *w*
- ☐ Day 2: Lowercase *r*
- ☐ Day 3: Lowercase *s*
- ☐ Day 4: Lowercase *j*
- ☐ Day 5: Lowercase *p*
- ☐ Day 6: Reviewing Letters
- ☐ Day 7: Lowercase *t*
- ☐ Day 8: Lowercase *v*
- ☐ Day 9: Lowercase *y*

Section 4 Lowercase Letters and Joining

- ☐ Day 1: Lowercase *l*
- ☐ Day 2: Lowercase *b*
- ☐ Day 3: Lowercase *h*
- ☐ Day 4: Lowercase *f*
- ☐ Day 5: Lowercase *k*
- ☐ Day 6: Reviewing Letters
- ☐ Day 7: Joining *w* to *a* and *o*
- ☐ Day 8: Joining *w* to *e* and *i*
- ☐ Day 9: Joining *w* to *r* and *h*

Section 5 More Joining and Judging

- ☐ Day 1: Joining *b* to *a* and *o*
- ☐ Day 2: Joining *b* to Letters Beginning with an Underswing
- ☐ Day 3: Joining *o* to Letters Beginning with an Overswing
- ☐ Day 4: Joining *o* to letters beginning with an underswing
- ☐ Day 5: Joining *o* to *r*, *s*, and *t*
- ☐ Day 6: Difficult Joins
- ☐ Day 7: A Review of Joins
- ☐ Day 8: Judging a Sample
- ☐ Day 9: Letters and Numerals

Section 6 Reviewing and Beginning Capitals

- ☐ Day 1: Size, Slant, and Spacing
- ☐ Day 2: Reviewing Joins
- ☐ Day 3: Reviewing More Joins
- ☐ Day 4: Capital Letter *A*
- ☐ Day 5: Capital Letter *O*
- ☐ Day 6: Capital Letter *C*
- ☐ Day 7: Capital Letter *E*
- ☐ Day 8: Reviewing Letters
- ☐ Day 9: Capital Letter *I*

Section 7 Capital Letters

- ☐ Day 1: Capital Letter *J*
- ☐ Day 2: Capital Letter *T*
- ☐ Day 3: Capital Letter *F*
- ☐ Day 4: Reviewing Letters, *I, J, T*, and *F*
- ☐ Day 5: Capital Letter *M*
- ☐ Day 6: Capital Letter *N*
- ☐ Day 7: Capital Letter *H*
- ☐ Day 8: Capital Letter *K*
- ☐ Day 9: Reviewing Capital Letters *M, N, H*, and *K*

Section 8 More Capitals

- ☐ Day 1: Capital Letter *U*
- ☐ Day 2: Capital Letter *Y*
- ☐ Day 3: Capital Letter *V*
- ☐ Day 4: Capital Letter *W*
- ☐ Day 5: Capital Letter *X*
- ☐ Day 6: Capital Letter *Z*
- ☐ Day 7: Capital Letter *G*
- ☐ Day 8: Capital Letter *S*
- ☐ Day 9: Capital Letter *D*

Section 9 Capitals, Review, and Judging

- ☐ Day 1: Capital Letter *L*
- ☐ Day 2: Capital Letter *Q*
- ☐ Day 3: Capital Letter *B*
- ☐ Day 4: Capital Letter *P*
- ☐ Day 5: Capital Letter *R*
- ☐ Day 6: Judging a Sample
- ☐ Day 7: Reviewing Capital Letters
- ☐ Day 8: Rewriting a Paragraph
- ☐ Day 9: You Be the Judge

Home Instructor Comments

Handwriting

Please answer these questions about your student's participation in the module. Then send this page in to the teacher with your student's Section 9 assignments.

1. Think back over the work covered in the last nine sections. What interested your student the most?

2. What trials or triumphs did your student experience when practicing her or his handwriting?

3. In what ways did the exercises at the beginning of each day assist your student in developing appropriate handwriting?

4. How successful was your student at evaluating his or her own handwriting?

5. Is there anything else about this module you would like to comment on at this time?

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